2024

# AP® World History: Modern

## Sample Student Responses and Scoring Commentary Set 2

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**Short-Answer Question 2**

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## Question 2: Short Answer Primary Source — 3 points

**General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

**[a]** Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image. **1 point**

**Examples that earn this point include the following:**

- Western missionaries tried to spread Christianity in Africa and Asia.
- Christianity spread as imperial powers conquered new territories.
- Christianity transformed some local religious practices and customs.

**[b]** Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries. **1 point**

**Examples that earn this point include the following:**

- Christian missionaries directly supported the “civilizing” or “Christianizing” mission that the imperial powers saw as a rationale for colonization.
- Christian missionaries often brought supplies and gave aid to local communities, which both legitimized imperialism and lessened government costs.
- By spreading Christian beliefs, European Christian missionaries often legitimized imperialism.
- Imperial states often needed missionary schools to provide Western education for local populations in order to serve in colonial administrations.

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| | | |
|---|---|---|
| **[c]** | Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.<br>**Examples that earn this point include the following:**<br>• Some Asian governments tried to prevent or limit Christian missionaries from entering their countries, and in some cases expelled Christian missionaries who were already in the countries.<br>• Some African cultures maintained traditional religious beliefs by blending older practices with Western Christianity.<br>• In both Africa and Asia, popular uprisings targeted Christian missionaries in an effort to force them out of the country; for example, during the Boxer Rebellion in China, the 1857 Rebellion in India, or the Cattle Killing Movement in South Africa. | **1 point** |
| | **Total for question 2** | **3 points** |

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A) The integration of European powers into the global network of trade within the time period 1450-1750 led to the activities shown in the image by facilitating the spread of European culture and religion to other countries. In this time period, Europeans adopted and improved upon various navigational and maritime technologies from other cultures, facilitating their integration into the already well-established networks of trade between Afroeurasia. With this integration, and later with joint-stock companies like the British East India company forming as a result of this integration, European ideas, including the Christian religion, were able to be spread via missionaries throughout regions such as India.
B) Imperialist governments sought to impose their religion onto conquered peoples as a result of the "civilizing mission" with the long-term goal of expanding their dominion over the conquered country through culture. These movements believed that people of color were "lesser" peoples who needed to be "civilized" by European culture, education, and religion. This would have led to a "moral obligation" by imperialist powers to establish religious schools to convert indiginous peoples, and furthermore this cultural influence would allow for greater control of the colonizers of the colonized by diminishing the influence of native cultures, and therefore, diminishing the unity of the conquered.
C) The Indian Sepoy Rebellion was an example of how indigenous people in India resisted the imposition of European cultural practices during the 19th and 20th centuries. The rebellion was sparked when pig and cow fat was used in the casing for bullets that sepoys, or Indian higher-ups and soldiers for colonial Britain, were forced to use. This flagrantly violated Hindu and Muslim taboos over pork and beef, which led to armed an armed rebellion in protest, which ultimately was squashed by the British.

One development during the period of 1450-1750 that contributed to the spread of missionaries to convert colonized peoples to a preferred religion was the development of social darwinism and the white man's burden which was the belief that it was a nations duty to educate and convert what they deemed less civilized societies to become more civilized which often meant they deemed religious conversion a must.
One reason imperialist governments supported the spread of missionaries to convert colonized citizens to the nations preferred religion is nations such as Britain believed in ideology such as the "White man's burden" which was the belief that it was the Brittish' responsibility to spread christianity and education to civilizations they believed to be sophisticated or advanced as them.
One way indegenous people resisted the spread of cultural practices such as the forced spread of religion onto them was the act of rebellion and revolution in cases such as the Indian revolution which was a revolt of Indian soldiers against Brittish imperialism because  Brittish rule was forcing Indian soldiers to go against their religion and bite rifle cartridges that were greased with pig fat and cow fat as pigs are seen as "Haram", or bad, to muslims and cows are belived to be sacred in Hindu ideology.

a. One development during the period 1450 to 1750 that contributed to the activities shown in the image is slavary. Slavary was a super big thing back then
b. One reason why imperialist governments often supported activites of the type shown in the image during the nineteenth and early twentieth centuries is because the imperialist governments need the people for harsh labor.
c. One way indigenous people in africa and asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries is by believeing strongly in their faith and not believing in any other faith other than their own

## Short Answer Question 2

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

Students were expected to answer three questions based on a photograph of a graduation ceremony from a Christian Theological Seminary in in Northern India during the British colonial period (1897). In the photograph, Indian graduates sit and stand around two British missionaries in the center. For part (a), students were asked to show knowledge of background contextual developments from the period circa 1450–1750 that contributed to the activities illustrated by the photograph. For part (b), students were asked to explain one reason why imperial governments often supported the activities of Christian missionaries. Finally, for part (c), students were asked to explain one way in which African or Asian peoples resisted the spread of the cultural practices reflected in the photograph.

The question tested content primarily from Units 4 and 6 of the course framework although students could also leverage knowledge from Units 3 and 5, especially in their responses to parts (a) and (b). The question primarily addressed content from Topics 4.4, 4.5, 6.1, 6.2, and 6.3.

**Sample: 2A**
**Score: 3**

The response earned 1 point for part (a) because it describes how the expansion of European trade and acquisition of new territory in India also resulted in the spread Christianity there.

The response earned 1 point for part (b) because it explains how missionaries supported the "civilizing/Christianizing" mission that European imperial powers used to justify colonization in other parts of the world at that time.

The response earned 1 point for part (c) because it explains that rebellions like the Sepoy Rebellion were direct examples of resistance to the spread of Christianity by Europeans.

**Sample: 2B**
**Score: 2**

The response did not earn the point for part (a) because social Darwinism and the White Man's Burden are outside the time period of the prompt.

The response earned 1 point for part (b) because imperialist nations supported missionary activity to further their mission to "civilize/Christianize" other parts of the world. The response includes information about the "White man's burden" that is outside of the time period, but this can be read over as they correctly explain that the British were focused on spreading Christianity and education to other civilizations.

The response earned 1 point for part (c) because it argues that indigenous people used rebellions to resist the spread of western cultural practices, using the Indian Revolt of 1857 as an example.

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## Short Answer Question 2 (continued)

**Sample: 2C**
**Score: 1**

The response did not earn the point for part (a) because slavery was not a development that contributed to the activities depicted in the image.

The response did not earn the point for part (b) because labor recruitment was not a reason why imperialist governments endorsed missionary activities.

The response earned 1 point for part (c) by making clear that indigenous peoples did resist the spread of western cultural practices by choosing not to adopt Christianity, although the response's phrasing of "believing strongly in their faith" is vague.

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